

**Horizontal Scale: High School Percentile Rank**

Areas A,B,C,D,E represent students who were among the highest one-fifth in intelligence as seniors in high school (State Norms).

Areas E,J,O,T,Y represent students who ranked in the highest one-fifth in scholarship in the high school (Local Group).

Area E reads: Of a group of high school freshmen with the background of intelligence and scholarship in the high school which placed them in the highest one-fifth in intelligence and the highest one-fifth in scholarship, 0.3% had a 4.0 gpa, 45.5% had a gpa between 3.0 and 3.99, 47.8% had a gpa between 2.0 and 2.99, 5.1% had a gpa between 1.0 and 1.99, and 1.3% had a gpa between 0.0 and 0.99.

Note here that students who ranked in areas D,E,I,J obtained the highest GPA. Areas P,Q,U,V show that the low ranking students seldom maintained a sufficient GPA to meet the minimum scholastic requirements. Each area in the chart shows the number and percent of students falling into the respective GPA groupings.

**Summary**

It should be obvious from the above data that:

1) Students who rank below the 40th percentile in either OSUPT score or class rank have little or no chance of meeting the academic requirements of an accredited college. Certainly the chances for success in college for those who rank below the 40th percentile on both measures is practically nil.

2) Students with low OSUPT scores and a high high school class rank have a better chance to succeed in college than if the reverse be true. These students evidently have learned how to make efficient use of their time and talent.

3) Study and work habits formed in high school (or before) seldom change when the student attends college. There are some exceptions however.

4) The quality of the college student (at least at Southeast Missouri State College) has improved in the past five years (see Charts III and IV).

5) The retention rate of college classes, that is, freshmen, sophomore, junior and senior has increased in the past five years.

6) Quality students should receive quality teaching. These data extend a challenge to the faculty to update their courses and bring into play all available teaching resources. No longer are age worn notes and stale jokes fit for the modern classroom teacher. He must be informative, up to date, interesting, challenging and endowed with a goodly supply of common sense.

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## A GIFT TO SHARE

Agriculture's Unique Opportunity to Share It  
Keith Justice, Abilene Christian College

In speaking of work Theodore Roosevelt said, "If a man does not have belief and enthusiasm, the chances are small indeed that he will ever do a man's work in the world; and the college which tends to eradicate this power of belief and enthusiasm, this desire for work, has rendered to the young man under its influence the worst service it could possibly render." One of the reasons that I am proud of my American heritage is because of the dignity that is placed on work! One of the reasons that I am proud of my vocation in agriculture is because it has always been symbolic of the American at work.

In agriculture it would seem to some that we have literally worked ourselves right out of a job. The American people are the best fed in the world, and we are paying farmers to reduce production. The American people spend less of their income for food than anyone else in the world — 19% of our private expenditures while in Russia it is 55%. One American farmer can produce for more people than any other farmer in the world; one farm worker feeds 45 people. Russia has a third of her work force tied up producing food. American farmers' output per man hour is increasing three times faster than in non-farm industries.<sup>1</sup> But we can no more afford to slow down the technological advances in agriculture than in other industries.

In discussing the need for continued agronomic research, Brady points out that crop varieties resistant to diseases and insect pests often lose their resistance as the genetic makeup of the pest changes. The use of herbicides and pesticides require continued research in the life cycle of pests and weeds, the control of disease, and the effect of these chemicals on the soil.<sup>2</sup> Every phase of agriculture has need for more research in the use and preservation of our environment.

Furthermore, we cannot limit our work to American soil — our vision must be world wide. In spite of some recent breakthroughs in production of food, "It is estimated that half the people living in the developing countries, not including Mainland China, are underfed or malnourished or both."<sup>3</sup> Using surplus foods to donate to the agriculturally underdeveloped countries of the world, except for short periods during emergencies, is not the solution to world hunger. Mehren points out that "gifts of field crops may be of greater short-term economic efficiency in poor countries than food and fiber self-sufficiency. But there

may be over-riding criteria of security, stability, equity or growth of far greater import than economic efficiency."<sup>4</sup>

American agricultural scientists can play an important role in research planned to improve the agriculture production of the developing countries. Not all of this research can be done in the United States. In urging Americans to help other nations to effectively use their water and soil resources, Dr. Glenn W. Burton, former president of the American Society of Agronomy, said:

The task calls for enthusiasm, creative ability, and self-sacrifice; but most of all it calls for work, hard work motivated by the conviction that men and institutions worth dying for in time of war are worth working for in time of peace.

The challenge is great, and it begins with education in the basic attitude toward work. The willingness to work is truly a part of our American heritage. A student from India noted that one of the most striking differences between his country and ours is the dignity and emphasis that we place on work.

An Abilene Christian College agriculture major in Korea wrote of the tragedy of Korean college-trained agriculturists failing to apply their knowledge to the problems at hand. They thought that their education prohibited their doing anything but paper work. Dr. Albert Schweitzer noted this same attitude in the educated African. A member of the Peace Corps in Africa said, "I think what impressed them most was that we worked right with them. We joined in every mean and dirty job that had to be done." These Peace Corps volunteers were demonstrating that a good citizen will do the task most needful however educated he may be.

When Dr. Wynn Thorne, Director of the Agricultural Experiment Station at Utah State University, returned from an exchange visit to Russia, he reported that one thing we had in common with the Russians was that we both held work to be honorable. In the agricultural sector he noted one major difference however — the women do most of the work!

There is a still greater and more important difference between the American and Russian systems in the motive for work. Our free enterprise system has always provided a strong incentive for work, and one of our greatest dangers in America today is the serious decline or possible loss of this incentive. In proposing changes in our welfare system, many have expressed concern

that our present program has removed the incentive for work. I believe that labor is so basic to man's welfare that he cannot shirk it with impunity. On the walls of the Neurological Institute of New York City is the following:

**A prescription:**

If you are poor, work.

If you are rich, work.

If burdened with heavy responsibilities, work.

If you are happy, work.

If sorrow overwhelms you and friends betray you, work.

If your dreams are shattered and hope is gone, work.

No matter what ails you, work.

Work will cure both mental and physical afflictions.

In speaking of the gift of work, L. E. Sissman says, "Work — the subduing of concrete or abstract materials to your will and expertise — is immensely satisfying, one of the three or four things that can certify your value as a human being, that can challenge you to grow, that can ensure your immortality, however humbly."

What of the danger of over-work? The longer I live the more I am convinced that it is not the work that hurts us but rather the fear of it, the fretting about it, and the frustration of failing to do

it satisfactorily. There is nothing more restful at the end of a hard day's work than the sense of accomplishment that comes from a job well done. On the other hand, there is nothing more tiring at the end of an idle day than the consciousness of having accomplished nothing. It has been truly said, "To work at the things you like, or for those you love, is to turn work into play and duty into privilege."

#### REFERENCES

- 1 Editorial, *Farm Journal*, October, 1970, p. 62.
- 2 Nyle C. Brady, "Agronomic Research Programs for the Future," *Challenge to Agronomy for the Future*, Madison, Wisconsin: American Society of Agronomy, 1967, p. 46.
- 3 Ned D. Bagley, "Society's Needs for the Seventies — Food, Fiber, and Shelter," *Agronomy in a Changing World and Research Needs for the Seventies*, Madison, Wisconsin: American Society of Agronomy, 1971, p. 28.
- 4 George L. Mehren, "World Agronomy in the World Economy," *Agronomy in a Changing World and Research Needs for the Seventies*, Madison, Wisconsin: American Society of Agronomy, 1971, p. 16.

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## INTERNSHIPS IN AGRICULTURE

by

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### Introduction

Agricultural colleges have always tried to provide challenging opportunities for some practical work experiences that parallel classroom lecturing, either on or off campus.

As an example, at the turn of the century Cornell required that no student be given a Bachelor of Science degree in Agriculture until he had passed an examination in the practice of Agriculture. The practice requirement at Cornell has undergone considerable change since that time. In a report in 1965 it was stated that each student in Cornell's College of Agriculture was required to present evidence of an acceptable practice or work experience of approximately thirteen weeks. The experience could be either a farm experience or another type of practical experience appropriate to the student's field of specialization.

Similar statements appear in other college and university catalogues and other university documents relative to practical work experiences as a part of the requirements for the Bachelor of Science degree in the various agricultural areas; however, there is considerable variation in the manner in which these requirements can be fulfilled. Some colleges and universities have discontinued the across-the-board work requirement for all students. It would appear that the background of the students enrolled, the general nature of world affairs and economic conditions, employers' needs, university administration attitude and policy are among some of the factors that would influence the concern for practical training as a part of the requirements for a bachelor's degree. Dr. Sterling Wortman, in a paper presented to the Division of Agriculture, National Association of State Universities and Land Grant Colleges at Columbus, Ohio on November 14, 1967, stated that perhaps Colleges of Agriculture at this time should consider building into agricultural education something comparable to an internship in medicine. He further suggested that these internships should require realistic involvement in the diagnostic-treatment aspect of agriculture — not just time spent laboring.

In an address before the Agricultural Education Division of the American Vocational Association meeting in New Orleans in December of 1970, Dr. Alvin Bertrand, Professor of Rural Sociology, Louisiana State University remarked, "One of the more serious charges leveled at Education in recent years is that it has not reacted to social change."

Speaking before the same group, Dr. Leon Minear, Director, Division of Vocational-Technical Education, U.S. Office of Education, charged that "Schools are not adjusting to changes in society" and that "many programs still resemble the seven liberal arts of ancient Greece."

These are serious indictments and must not be dismissed lightly by those of us charged with responsibilities in program development. Are we more concerned with the process or the product? Are we willing to break with tradition and seek new ways to introduce our students to the world of work?

Congress has shown considerable concern in this area by appropriating significant sums to be used in funding Exemplary Programs and Projects, designed to stimulate new ways to create a bridge between school and earning a living for secondary and post secondary students.

It is difficult, if not impossible, to meet the practical needs of an increasing number of college students enrolling in the various curricula who lacked a background of farm experiences. Of equal concern is the farm student with only a specialized, single enterprise experience, such as dairying or beef production. These students have little or no knowledge in the areas of crop production or other animal enterprises.

Recent advances in automation and technology have also pointed to the desirability of persons entering the various agricultural occupations and professions and receiving practical work experience prior to employment. More experiences are necessary than can possibly be provided in laboratory courses on the college or university campus.

The cost involved in developing sufficient laboratory facilities would be prohibitive; and furthermore, colleges — due to geographic location — cannot engage in all types of plant and animal enterprises found in their service area, yet their program of training young men and women for various agricultural occupations should not be limited by this fact. Experience in a work environment enables the prospective student employee to apply classroom theory on the job under the supervision of skilled technicians and makes his transition from school to full-time employment less difficult.

### Internship at Louisiana Tech

An internship program was initiated in the College of Agriculture and Forestry at Louisiana Tech in 1967, on a pilot basis, for students majoring in Agriculture-Business. In 1968